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HALLFIELD SCHOOL

RELATIONSHIPS AND SEX EDUCATION POLICY

Head Master	Mr K Morrow	
Chairman of Governors	Mr G Ralphs	
Staff member with responsibilities	Head of Prep and Head of Pre-Prep	
Subcommittee with responsibilities	SLT	
ISI Regulatory Policy	Yes	
Approved by SLT	Date:	Spring 2025
Date for policy review	Spring 2026 (unless new legislation requires amendment)	



HALLFIELD SCHOOL

POLICY STATEMENT

In terms of the government's statutory guidance (Feb. 2019), relationships education applies to children of primary school age (up to the end of Year 6). In Hallfield *Seniors* (from Year 7), the school includes in its PSHE curriculum areas of the government statutory requirements on Relationships and Sex Education appropriate to Years 7 & 8.

Relationships and sex education is lifelong learning about physical, moral and emotional development; most particularly in connection with others. It is about the understanding of the importance of family life, stable and loving relationships, friendships, how to live well in relation to others, online relationships, respect, love and care. It supports the development of resilience, well-founded and safe choices, knowing how and when to ask for help, and where to access support. It is also about the age-appropriate teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

Relationships and sex education is a statutory responsibility of the school. It is, however, parents who are usually their children's first teachers in much of this critical area. The school's provision of relationships and sex education seeks to support parents. The school included parental consultation in the creation of this policy and will do so when reviewing it; it also offers the extension of its support to parents through access to RSE resources and presentations where possible.

Parents' right to withdraw their child/children from some or all aspects of that which is designated 'sex education' that are not part of the National Curriculum for science are detailed in the relevant section below.

The delivery, monitoring and evaluation of PSHE and RSE provision is led by the Head of PSHE, reporting to the respective Deputy Heads.

SAFEGUARDING STATEMENT

Hallfield School is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care. It is committed to all aspects of its Safeguarding and Child Protection Policy.

RSE encompasses a number of important topics both broadly and explicitly related to safeguarding. Topic coverage will include the knowledge to recognise and report abuse, including what pupils can do if they have concerns about a friend. Those staff delivering RSE ensure an ongoing awareness of the ways in which RSE interrelates with the school's wider safeguarding and pastoral policies.

EQUAL OPPORTUNITIES STATEMENT

The aims of the school and the principles of excellent pastoral care will be applied to all children irrespective of their race, sex, disability, religion or belief, sexual orientation, gender reassignment, or pregnancy/maternity status. Equally, these characteristics will be recognised and respected, and the school will aim to provide a positive culture of tolerance, equality and mutual respect. PSHE and RSE planning is informed by the existence and needs of these protected characteristics.

There is especial awareness of the multi-faith and multi-cultural nature of the Hallfield community and the implications of this for the teaching of RSE. Parental consultation was undertaken in the creation of this policy. All parents were able to provide comments and feedback for consideration by electronic survey and several families of each faith within the school kindly had extended phone calls with key staff.

SCOPE

This policy pertains to all staff and pupils, including EYFS.

AIMS

Hallfield School believes that RSE is an entitlement of all pupils and an integral part of each pupil's emergence into adulthood and, as an entitlement of all pupils, should be firmly rooted in the framework for pastoral care. It should be delivered appropriately for the age and needs of each pupil and in a variety of ways, through:

- Formal curriculum lessons
- Personal, Social, and Health Education
- Work done in groups such as Year or Form groups and individually with each child.

We aim:

- for partnership between home and school, making teaching relevant to pupils at each stage in their development and maturity;
- to promote the spiritual, moral, cultural, mental and physical development of pupils at the school;
- to prepare each pupil for the opportunities, responsibilities and experiences of adult life, to encourage personal responsibility and a fundamental respect for others in all forms of behaviour and promote the ability to take well-founded decisions; as such, to teach the concept and importance of consent throughout
- to promote responsibility to the school, its pupils and its community;
- to encourage self-esteem and resilience;
- to encourage respect, consideration and sensitivity to the needs and views of others;
- to provide support and information for children and their parents;
- to encourage all our pupils to lead a healthy lifestyle;
- to prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adolescence;
- to enable pupils to better understand the nature of human relationships;
- to enable pupils to see the importance of stable, loving relationships for the bringing up of children;
- to ensure that pupils' views are actively sought to influence lesson planning and teaching.

The aim of this policy is to communicate clearly to staff, parents, governors, pupils and any potential visiting contributors the context, ethos and manner in which relationships and sex education will be delivered.

HALLFIELD SCHOOL RSE PROGRAMME & CONTENT

EYFS

Across the EYFS, RSE forms a significant part of the Personal, Social and Emotional Development curriculum. Personal, Social and Emotional Development is one of three prime areas of learning that are recognised as underpinning all other areas of learning from birth.

Personal, Social and Emotional Development is broken into three aspects: making relationships; self-confidence and self-awareness; and managing feelings and behaviour. The EYFS curriculum along with Development Matters breaks these areas down further.

Birth to 3

Establish their sense of self.
Express preferences and decisions, establishing their autonomy.
Feel strong enough to express a range of emotions.
Be increasingly able to talk about and manage their emotions.
Develop friendships with other children.

3 and 4 year olds

Develop their sense of responsibility and membership of a community.
Find solutions to conflicts and rivalries.
Develop appropriate ways of being assertive.
Talk with others to solve conflicts.
Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
Understand gradually how others might be feeling.

Reception

See themselves as a valuable individual.
Build constructive and respectful relationships.
Express their feelings and consider the feelings of others.
Identify and moderate their own feelings socially and emotionally.
Think about the perspectives of others.

ELG: Self-Regulation

Children at the expected level of development will:
Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;

ELG: Building Relationships

Children at the expected level of development will:
Work and play cooperatively and take turns with others;
Form positive attachments to adults and friendships with peers;
Show sensitivity to their own and to others' needs.

Adults support EYFS children in, and plan opportunities for, the development of emotional literacy. They foster positive relationships and nurture secure attachments. Careful modelling and coaching allows children to develop respectful relationships with their peers along with the necessary skills to stand up for themselves and resolve conflicts appropriately.

As part of the Communication and Language and Personal, Social and Emotional Development curriculum, Foundation children are encouraged to articulate when they do or do not like an activity or action, while continuing to respect the feelings and wishes of their peers. The sensitive responses of adults ensure children understand they have a voice and a right to be heard. This in turn, promotes autonomy and a sense of agency within our youngest children. During creative play, as part of the Expressive Arts and Design curriculum, children are encouraged to explore different roles by dressing up and playing imaginatively with their peers. Individual choices and preferences are respected and celebrated, and any negative stereotypes are gently challenged.

As children move through Foundation and into Reception, RSE is approached more explicitly, for example, with the teaching of 'the pants rule' to develop children's understanding that some parts of their bodies are private. Carefully planned circle time activities support children's developing understanding of safe and unsafe situations, and how to find help from trusted adults when they need it. This includes a focus on e-safety, where children explore how to stay safe online. Children learn about different types of families as part of the Understanding The World curriculum, and carefully chosen storybooks further support children's developing understanding and acceptance of different ways of life.

Year 1 and above

The school's RSE curriculum from Year 1 onwards is delivered through the fully up-to-date *Jigsaw* programme of work. This is a carefully-devised, nationally-recognised PSHE programme that reflects the diverse and manifold needs of children growing up in modern British society.

In the *Jigsaw* programme, each half of term of the academic year covers a particular 'piece' (theme) of the PSHE & RSE curricula. The areas most specific to RSE are:

Celebrating difference

- making new friends (Year 1)
- boys and girls (Year 2)
- diversity (Year 2)
- celebrating difference and still being friends (Year 2)
- families (Year 3)
- family conflict (Year 3)

Relationships

- All content (see below)

Changing me

- All content (see below)

The *Jigsaw* programme, as a whole, coordinates overarching themes and topics across year groups at the same times of year each year, and fully supports the school's approach to developing resilience and an awareness of the importance of good mental health.

The *Jigsaw* programme – or a part thereof – is available upon request from Miss Danyelle Penrose-Davidson (Head of PSHE) as appropriate.

The tables below provide an overview of the themes and topics, and when they're taught.

Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Continued overleaf.

Snapshot Jigsaw PSHE 11-16



(Updated September 2023)

Shows the summary of subject content in each Puzzle (unit)

Year / Age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me, differences & conflict. My influences, gateway emotions, belonging to a group, peer pressure, child on child abuse. Online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination (positive and negative) Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills. Safe & unsafe choices, substances, gangs, knives, exploitation. Emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health. Effects of substances, legal consequences. Nutrition and sleep. Vaccination, importance of information on making health choices	Characteristics of healthy relationships, consent. Relationships and change, emotions within friendships, child on child abuse. Rights and responsibilities, being discerning, assertiveness, sexting	Puberty changes, Reproduction facts, FGM, breast flattening/ironing. Responsibilities of parenthood, IVF, types of committed relationships. Media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support
Year 8 (12-13)	Self-identity, influences, family and identity. Stereotypes, personal beliefs and judgements. Managing expectations, first impressions, respect for the beliefs of others. Marriage, protected characteristics. Active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing. Social injustice, inequality, community cohesion and support, multi-culturalism, diversity, race and religion. Stereotypes, prejudice, LGBT+ bullying, child on child abuse, hate crimes. Fear & emotions, stand up to bullying, the golden rule. Organ and blood donation	Long-term goals, skills, qualifications, careers, Money and happiness. Ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money. Online safety and legal responsibilities, gambling issues.	Long-term physical health, responsibility for own health. Dental health, stress triggers and help tips, substances and mood. Legislation associated with substances, exploitation and substances, county lines. Medicine and vaccinations.	Positive relationship with self, social media and relationship with self, negative self-talk. Managing a range of relationships, child on child abuse, personal space. Online etiquette, online privacy, bullying and personal safety. Social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, physical attraction, love. Legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour

Within these 'puzzles' the following key learning points are developed and drawn out in age-appropriate ways across Years 1 to 8:

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life and stable, loving relationships
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas (scenarios) and developing critical thinking as part of decision-making.

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict and learning how to recognise and avoid exploitation and abuse.

Knowledge and understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about contraception
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and the avoidance of unplanned pregnancy and abortion
- Learning about the law and their rights to confidentiality, even if they are under 16 years old.

Skills and abilities

Pupils will be helped to develop the following skills:

- Communication, including the making and keeping of relationships;
- Assertiveness;
- Decision making;
- Recognising and using opportunities to develop a healthy lifestyle.

ORGANISATION

1. Relationships and sex education is co-ordinated by the Head of PSHE who, with the Deputy Heads Pre-Prep and Prep, work closely with the Form Teachers, the Head of Computing and Head of Science (regarding eSafety, technology matters, and puberty and reproduction within the science curriculum), the Head of Religious Education, and the School Nurse.

2. Delivery of the relationships education programme in the Pre-Preparatory Department is:

- through weekly assemblies and class circle times;
- through topic work e.g. People Who Help Us (Year 1) Being Healthy (Year 2);
- through the *Jigsaw* programme of work;
- through occasional visits from professionals, such as doctors or community police officers;

3. Delivery of the RSE programme in the Prep School is:

- through a 55-minute lessons for PSHE for Years 3 to 6 in a Form group;
- through one 55-minute lesson for PSHE for Hallfield *Seniors* in a Form group;
- in single gender groups (including staff) when dealing specifically with certain topics for which this is considered best;
- through planned aspects within the science, religious education and IT curricula;
- through occasional visits from RSE experts such as the School Nurse

4. Teaching approaches:

The teacher will recognise that the pupils in the same Form may be at different stages of understanding and will act accordingly. A variety of approaches are used to give pupils relevant information; to enable moral issues to be explored through discussion and to acquire appropriate life skills. Teaching ensures that any SEND requirements are considered and planned for.

The value of family life is an important aspect, which will be approached largely through a consideration of the qualities and relationships between the group of people with emphasis on stability, respect, caring and support. Pupils are encouraged to appreciate the significance of stable, loving relationships as key building blocks of community and society.

Certain cultures approach families and the concept of marriage differently. The school and its staff will always be led by their duties to British Values and the law. Should staff become aware that any child is vulnerable in terms of child exploitation, forced marriage or female genital mutilation (FGM), then the appropriate DSL will be informed for immediate action. In the case of FGM, it is a legal requirement for the member of staff to inform the police personally and the DSL can support this process, while also fulfilling the obligation to notify the Birmingham Safeguarding Children Board.)

Key principles for RSE lessons with pupils are that:

- (i) no one (teacher or pupil) will have to answer a personal question;
- (ii) no one will be forced to take part in a discussion;
- (iii) only the correct or accepted names for body parts and functions will be used;
- (iv) meanings of words will be explained in a sensible and factual way;
- (v) There will always be time for discussion, personal opinion and help. Where appropriate sensitive discussion around these areas may occur.
- (vi) The asking of questions pertaining to sex or sexuality that go beyond what is set out in the scheme of work for that age group is not uncommon in the primary age range. The teacher should:
 - gauge the motive and appropriateness of the manner and content of the question;
 - not make any pupil feel at fault or silly for asking an honestly-intentioned question;
 - explain that the question is perhaps best discussed separately after the lesson and confer with their Head of Phase (or Deputy Head, as may be appropriate) before arranging an opportunity with the pupil. Consideration should be given as to whether a conversation with the pupil's parents would be appropriate before responding to the pupil. It would be entirely appropriate for a member of staff to ask for advice, support and/or a rehearsal opportunity with a more senior colleague should they wish.

The teaching of puberty is carefully considered and, from Year 5 is carried out in single-sex teaching groups within PSHE (RSE) to promote ease and open communication from pupils. In PSHE (RSE) lessons on puberty and reproduction, a chance is provided to put anonymous comments into a box for the teacher to address.

5. Resources: The *Jigsaw* programme of work is a carefully and professionally designed scheme and will be available for inspection by parents. Yearly opportunities will be provided and publicised with specific year groups so that parents can understand which topics of RSE are due to be delivered and how. Additionally, communication is sent to Year 4, 6 and Seniors parents informing them of the upcoming sex education lessons, in the final puzzle piece 'Changing Me'. Further communication of RSE learning and resources will be available to parents upon request. As appropriate to the content, sessions on body changes are split into separate gender talks (including staff) to help enable discussions.

6. Teachers: At present the Head of PSHE and Form Teachers deliver the RSE programme. If a member of staff feels ill-equipped to deliver the curriculum, the Head of PSHE is ready to assist and the School Nurse may be used for some aspects of teaching. Appropriate support is given to staff.

HEALTH EDUCATION, SEX EDUCATION & THE PARENTAL RIGHT TO WITHDRAW A PUPIL

The statutory government guidance of February 2019 clarifies that parents with children of the age of those at Hallfield have the right to withdraw their children from some or all aspects of sex education should they so wish, but not from aspects of the National Curriculum covered in science or from areas the government designates as part of 'health' education (which include the parts of the anatomy and bodily changes through puberty). Within the PSHE (RSE) curriculum, the school defines 'sex education' as relating directly to human reproduction (and '*sexual behaviour*,' for Seniors). These lessons occur towards the end of the Summer Term in Year 6, and in Hallfield *Seniors*; the right to withdraw applies.

The science (STEM) curriculum includes lessons on puberty and mammalian reproduction, including human. The latter are presented from an entirely scientific perspective, in line with the Key Stage 2 National Curriculum for science, and occur in the Autumn Term of Year 6; the right to withdraw does not apply.

Requests to withdraw a pupil from sex education in PSHE (RSE) should be sent in writing to the Head Master. Before granting a request, the Head Master may wish to discuss the request with the parent(s) to clarify the nature and purpose of the curriculum and possible consequences of the withdrawal. Good practice would be to keep notes of such conversations. The Head Master will automatically grant a request to withdraw a pupil from any sex education delivered to the end of Year 6. For a request regarding a pupil in Hallfield *Seniors*, withdrawal will be granted unless there are exceptional circumstances.

SPECIFIC ISSUES

Pupils are regularly made aware that some information cannot be held in confidence and are helped to understand that if certain disclosures are made certain actions will be taken. At the same time pupils will be offered sensitive and appropriate support.

The following procedures will be adhered to by adults:

1. Disclosure or suspicion of possible abuse:

The School's safeguarding procedures will be invoked.

2. Disclosure of pregnancy or advice on contraception:

From September 2021, Hallfield School includes Year 8. It is incredibly unlikely that these issues will arise at the top end of the school's age range, but it is hoped that the following procedure will ensure that pupils who are in difficulty know that they can talk to an adult in school and that they will be supported:

- The pupil's Form Teacher, the Deputy Head: Head of Prep and the Head Master will be informed immediately;
- The Head Master will decide on the best course of action for that pupil in consultation with medical professionals;
- The Head Master will consult the Birmingham Safeguarding Children Board;
- The pupil will be asked whether or not they can tell their parent(s) and whether they want help in so doing. Every effort will be made to ensure that this happens;
- If a pupil refuses to tell their parent(s), the Head Master should refer the pupil to the School Nurse for guidance.

3. As part of the RSE programme, issues of contraception and STIs are addressed in Year 8. Facts are presented in an objective and balanced way with pupils being encouraged to consider their views, attitudes and values. They will be made aware of the difference between fact and opinion, and or moral and religious beliefs.

4. As part of the RSE programme, the idea of sexuality is addressed in certain forms from the outset of looking at families, family models and parent partnerships.

MONITORING & EVALUATION

1. This policy will be reviewed as part of the school's monitoring cycle.

2. Towards the end of each academic year, age-appropriate vehicles for the pupil voice will be used to obtain pupils' self-evaluation of how secure they feel in the PSHE (including RSE) areas covered that year and any suggestions they might have for future coverage and delivery. The outcomes will be used in evaluating to what extent the programme for that year group met its aims and in planning for the next academic year.

3. Ongoing assessment within the teaching of PSHE (including RSE) will be used to help evaluate the learning (and so the efficacy of the programme of teaching) taking place. Such assessment will inform future planning.

4. The Head of PSHE has responsibility for monitoring this policy and evaluating the ongoing success Jigsaw programme of teaching and learning. Following any curriculum monitoring, a positional statement is written which contributes to the School Development Plan.

Reference

Government statutory guidance, February 2019:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

[Guide for Parents on RSE](#) produced by *Jigsaw*.

[Department for Education FAQs for Parents on RSE](#)

[Information for Parents introducing them to the 'Jigsaw' scheme as a whole PSHE scheme](#)